

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">TEXAS EDUCATION AGENCY</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2018 JAN 26 PM 12: 59</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">GRANTS ADMINISTRATION</div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Mabank ISD	129-905		
Vendor ID #	ESC Region #		
75-6001998	10		
Mailing address	City	State	ZIP Code
310 E. Market Street	Mabank	Texas	75147

### Primary Contact

First name	M.I.	Last name	Title
James	T	Pate	Director of Instructional Media
Telephone #	Email address		FAX #
9038801300	jtpate@mabankisd.net		9038801303

### Secondary Contact

First name	M.I.	Last name	Title
William	S	Adams	Asst. Superintendent, Business
Telephone #	Email address		FAX #
9038801300	wsadams@mabankisd.net		9038801303

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
William	S	Adams	Asst. Superint., Business
Telephone #	Email address		FAX #
903-880-1300	wsadams@mabankisd.net		903-880-1303

Signature (blue ink preferred) \_\_\_\_\_ Date signed \_\_\_\_\_

*William S Adams*

*1-24-18*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

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By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Mabank High School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

In 2016, the Mabank Independent School District began the process of issuing lent personal Chromebook computers to all students at Mabank High School. Due to challenges with funding a one-to-one technology initiative, only incoming Freshman classes for the past two years have been provided with devices thus far, leaving approximately half of the campus without access to equipment at the time of this application. Subsequent funding to advance the program to completion is evaluated on a year-to-year basis and is largely dependent on the availability of Title funds, which are also used to fulfill other district priorities. Likewise, the Instructional Materials Allotment has been insufficient to provide adequate technology in classrooms, as much of that fund is used to acquire instructional intervention materials. As a Title One school district (and campus: Mabank High School), few students have the resources to provide a device for themselves, so it is imperative that the ISD provides these devices in order to close the digital divide that prevents low-income students from maintaining equity with peers from more affluent areas.

The one-to-one computer initiative at Mabank High School is designed to prepare students for college and career endeavors where productivity literacy and cloud computing knowledge is essential for success beyond high school. Teachers are trained in the use of the Google Education platform to transition from print to digital media and to create an online learning management system. Since the initiative has begun, teachers have evolved to the use of digital textbooks and electronic supplemental materials that require an internet-ready device to access. Likewise, more and more teachers are aligning instructional delivery with 21st Century practices. Assignments are posted and collected electronically, and web resources are required for students to complete many assignments. We are also seeing an increase in the *APPLICATION* of curriculum content wherein students are creating product- and evidence-based work that requires electronic collaboration and the use of digital platforms to create new content. Without question, it is becoming more and more imperative that students have access to a personal computer in order to operate successfully in classrooms.

If awarded, the Technology Lending Grant would enable the Mabank ISD to provide well over 300 personal computer devices and protective cases to the next class of incoming freshmen as well as teachers who need to utilize Chromebooks to deliver instruction in alignment with students. The acquisition of additional devices would enable us to reach approximately 75% of the student-body on this campus. By the fall of 2019, at the close of this grant, the MISD would then be on target to provide the final 25% of devices needed to achieve a full one-to-one program at our High School. Simultaneously, meager local and state funds available for technology can be aimed at lower campuses who are desperately in need of technology as well.

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Additionally, if awarded, this grant will provide funds to offer approximately one dozen Wi-Fi hotspot devices for check-out to students for whom residential internet service is not possible. The devices are intended for short-term circulation as needed and are expected to be adequate for circulation demand at any given time. Not only will this enable some students to complete work at home instead of remaining after hours at school, but it also enables students who are involved in travel for school-related activities to remain connected to their classrooms while absent.

Clearly, personal computers are becoming indispensable necessities in classrooms. Without the integration of devices on a one-to-one scale, low-income students, especially, are at a profound disadvantage in developing skills that will be imperative to their success after graduating.

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85<sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$98,601.88	\$0	\$98,601.88
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$98,601.88	\$	\$98,601.88
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$98,601.88	<b>\$0</b>	<b>\$98,601.88</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$98,601.88
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$98,601
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 129-905		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$0
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$0
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 129-905		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$98,601.88
<b>Grand total:</b>		<b>\$98,601.88</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 129-905		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$0
<b>Grand total:</b>		<b>\$0</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 129-905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	546	52.75%	
Limited English proficient (LEP)	10	1%	
Disciplinary placements	45	4.4%	
Attendance rate	NA	95%	
Annual dropout rate (Gr 9-12)	NA	1%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										280	258	259	236	1033

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process of identifying district priorities in the Mabank ISD is a formal process that occurs annually over several meetings of our annual *District Program and Staffing Analysis*. Throughout this process, district and campus leaders and stake-holders review all pertinent data collected during the current school year and collectively establish LEA budget and programming needs for the coming school year. Similarly, district and campus Site Based Committees work collaboratively to assess needs and establish priorities in completing strategic Improvement Plans. This process involves staff, student, and parent surveys as a part of collecting information.

Educational research, which also plays a significant role in assessing needs, clearly and consistently identifies a number of skills that are essential for students to possess in order to operate successfully in higher education or career endeavors beyond public school. In a digital realm, students are asked to Collaborate, Communicate, Critically Evaluate, and Creatively Innovate. Additionally, students must develop digital literacies in both productivity and citizenship in order to operate in technology-oriented environments that are the norm in college and career settings. While the MISD is addressing 21st Century needs throughout the district, high school students clearly carry an added urgency to develop such competencies immediately. Subsequently, after assessing student needs district-wide, students in grades 9-12 are the center of priority in meeting the immediate challenges of college and career readiness.

Critical student competencies are best developed in environments that align closely with project and product-oriented tasks, which are best suited to students at the high school level. Completing such tasks requires the use of personal computers to achieve learning expectations. What sets 21st century learning standards apart from the historical model of education is that it is no longer adequate for students to be passive recipients of content whereby they absorb basic comprehension-level knowledge, memorize it for the short-term, and demonstrate what they have memorized on traditional paper-pencil assessments. Instead, students must now be expected to demonstrate understanding of curriculum by producing tangible evidence that requires them to use curriculum to evaluate, synthesize, and apply knowledge. The former establishes short-term grades as the reward, the latter establishes intellectual independence as the reward. Again, high school students are the clear priority due to urgency as it relate to their proximity to graduation.

If awarded the lending grant, the ability to provide more high schoolers immediately with equipment has the added benefit of allowing the school district, in turn, to better equip lower grade levels so that students come to high school better prepared to develop higher learning expectations.

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Chromebook computers and protective cases	In order for students to be adequately prepared for college and career endeavors, it is essential that they develop digital productive literacy skills as well as digital citizenship skills. Utilizing computers daily allows students to gain critical exposure to cloud-based computing systems, file organization, digital etiquette, and developing product-based outcomes.
2.	Personal Wi-Fi Hotspots	Increasingly, completion of classroom work requires the use of internet resources (online textbooks, websites, learning management platforms, web tools). Students whose families cannot afford residential internet service are at a substantial disadvantage in completing required tasks. Providing hotspots for check-out alleviates this problem.
3.	Digital Literacy	21st Century Education and Work environments will demand that students are able to operate efficiently and effectively utilizing cloud-based platforms to communicate, collaborate, and store and retrieve files. Without personal devices, these essential skills will not be developed.
4.	Digital Citizenship, Internet Safety	Students must receive professional guidance from teachers in order to develop necessary 21st century skills: digital etiquette, personal security and protection, digital footprint, and procurement of a digital portfolio for college admissions.
5.	Training	Teachers, especially, must be trained in integrating the use of personal technology in order to cope effectively with its challenges related to behavior management, use of a digital learning management system, and leveraging technology to produce higher student outcomes.

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By TEA staff person:



**Schedule #14—Management Plan**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Administration	Certified High School Administrative staff are essential in establishing a culture that demands 21st Century learning standards that parallel the acquisition of student devices. In-district training is necessary to equip leaders with knowledge to lead instruction effectively.
2.	Technology	District technology staff are needed to setup, troubleshoot, and maintain equipment. Likewise, they are instrumental in establishing proper bandwidth and in establishing and monitoring acceptable use policies.
3.	Teachers	Teachers must embrace 21st century learning expectations and be committed to delivery of research-based instructional best practices. Professional training is necessary and can be achieved in combination of utilizing in-district and consultant expertise.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Acquisition of Chromebooks and protective cases	1. Vendor Quotes	05/15/2018	06/15/2018
		2. Equipment Order	06/15/2018	06/30/2018
		3. Equipment Distribution	09/01/2018	09/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Acquisition of Personal Hot-Spots	1. Vendor Quotes	05/15/2018	06/15/2018
		2. Equipment Order	06/15/2018	06/30/2018
		3. Equipment Distribution	09/01/2018	09/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Ongoing training of 21 <sup>st</sup> Century Instructional Best Practices	1. Ongoing training	10/01/2018	06/15/2019
		2.		
		3.		
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.		
		2.		
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.		
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Mabank ISD Instructional Media and Technology Departments maintain formative data on training, equipment allocation, use of digital programs and resources, and use of internet. Data is reviewed no less than twice per school year at which time strategies are adjusted if necessary to meet defined goals.

Likewise, the entire Mabank ISD administrative team annually evaluates the effectiveness of all programs, staffing, and expenditures mid-year and throughout the Spring to determine if annual district goals are being attained.

Hard data from both endeavors are compiled and provided to all stake-holders to communicate precisely where program adjustments are needed.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annually, over an extended period of ongoing collaboration, the MISD conducts a well-established district-wide program and staff analysis. During this labor intensive process, all grant objectives, timelines, and outcomes will be carefully reviewed by stake-holders who assemble to coordinate and monitor goals as a district-team.

Grant participants will carefully evaluate grant elements and implementation to ensure that all aspects of the grant are being fulfilled. Participants are accountable to district administrative personnel who maintain a birds-eye view over the implementation of district programs.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Acquisition of computers, cases, and wifi hotspot devices	1.	Acquisition, inventorying, and distribution of devices
		2.	
		3.	
2.	District Program and Staff Analysis	1.	Budget and program review
		2.	
		3.	
3.	Internet-Use Data	1.	Monitoring use of internet data to determine program fidelity
		2.	
		3.	
4.	Classroom Observation	1.	Implementation of product-based student outcomes
		2.	Implementation of digital learning management systems
		3.	
5.	Trainer Effectiveness Surveys	1.	Evaluate the effectiveness of trainers
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

High School instructional supervisors are responsible for documenting evidence of classroom practices and can systematically collect data on the implementation of student computer use, the number of digital learning management platforms utilized by teachers, and the increase in product-based student outcomes following 21st Century instructional delivery training.

The Mabank ISD Instructional Media and Technology Departments likewise, will maintain assessment data on training, equipment allocation, and broadband internet usage, internet filtering, and alignment with Acceptable Use policies.

The entire Mabank ISD administrative team annually evaluates the effectiveness of all programs, staffing, and expenditures mid-year to determine if district goals are being attained. As a routine portion of this analysis, the district team evaluates grades, standardized assessments, and attendance and correlates any changes to staffing and programming patterns. Subsequently, the team compiles and provides hard data to all stake-holders to communicate precisely where programs are succeeding and where adjustments are needed.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the MISD has provided slightly over 50% of Mabank High Schoolers with a personal device. Current recipients include: the incoming freshman classes of 2016 and 2017, as well as a select group of advanced academic students. However, future expenditures are largely dependent on the availability of Title funds which are limited and compete with a multitude of district priorities. The state-provided Instructional Materials Allotment is wholly inadequate in providing technology equipment in substantial or meaningful quantities, as much of this fund is allocated to the procurement of textbooks and intervention resources. The MISD Instructional Foundation also provides some funding through individual teacher grants. However, annual awards are only distributed once per year and are far too meager to fund large-scale projects. The MISD has no significant corporate or private donors to assist with major initiatives. Subsequently, the Mabank ISD faces a significant financial challenge to push forward with urgency the need to prepare students for 21st Century Outcomes. We are highly dependent on grants such as the Technology Lending Grant in order to achieve district goals.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The written Mission of the Mabank ISD is to *“provide a collaborative learning environment for educators and students leading to the understanding that we are all part of something bigger than ourselves. We will produce within each student the development of a creative mind, healthy body, and a servant’s heart enabling each Mabank graduate to contribute to our global society in positive and significant ways.”* Central to this mission is the need for students to work within a collaborative learning environment in order to contribute to a global society. Technology is integral to achieving effective collaboration, in real-time.

Also, Mabank ISD administrative leadership is committed to utilizing research-proven best practices as the basis for our instructional program. 21st Century standards identified by entities such as NEA, TEA, Partnership for 21st Century Learning, and ISTE have provided substantial guidance and accountability for LEAs to integrate digital readiness.

Standardized curriculum and assessments align with state and national standards. Subsequently, local standards must align as well.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant funds would allow for the purchase of approximately one dozen individual wifi hotspot devices to be acquired and checked out by students who are in need of residential internet connectivity in order to fulfill classroom expectations outside of school. The intent of such devices is to provide numerous students with immediate, short-term circulation of internet connectivity for project completion.

It is the belief of this district that short-term check-outs will minimize the abuses and subsequent problems that arise when students have access to more data and time than is necessary to fulfill classroom responsibilities. Similarly, short-term on-demand circulation minimizes equipment loss or damage, and it enhances the Technology Departments ability to monitor student use to ensure compliance with CIPA and Acceptable Use expectations.

Students who travel for school-related activities will benefit as well by remaining connected to their classrooms at all times. By utilize digital platforms to organize instructional materials, students are no longer relegated to finite class periods or rooms for instructional engagement. With access to the internet, students can keep pace academically from anywhere.

It is also the belief of this district that bus transportation provides inadequate camera or personal supervision to equip buses with wi-fi. A 2015 survey of the district's parents showed that approximately 80% of MISD students have residential internet access either in their home, or in the home a nearby neighbor or relative that will allow intermittent use.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mabank High School, as with all campuses in the district, are committed to utilizing research-based best practices in the classroom. Current initiatives include a requirement that all teachers build a web-based platform to house digital resources and to facilitate online communication.

As mentioned previously, the district Curriculum and Instruction Department is also committed to ensuring that state and national technology and 21st Century standards are embedded in curriculum maps, resource documents, and local assessments.

Corresponding classroom observations by administrative officials, as well assessment data, provide watchful evidence that day to day practices truly align with standards.

Training will be provided and evaluated to assist teachers in utilizing successful strategies that will help them to manage classroom behaviors effectively.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, a number of teachers at Mabank High School, where students already possess a personal device, are utilizing the Google Education online platform as a learning management tool to distribute and collect work electronically, to facilitate peer collaboration, to improve the efficiency of student-teacher communication, and to provide real-time feedback on student work.

Digital textbooks and supplementary materials are becoming widely used and required across the High School campus. Among the resources currently used:

Online Textbooks: Algebra, English, Biology, US and World History, Spanish  
 STEMScopes  
 Discovery Ed  
 USA Test Prep  
 Online Library Catalog and Reservation System (with some E-Books)  
 YouTube

Clearly, those students without a personal device are a significant disadvantage both in terms of access and in preparing for college and career.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Over the past five years, Mabank ISD has vastly upgraded its digital infrastructure and support across the district.

First, all campuses, including the target Mabank High School, have integrated Wi-Fi capability with strong connectivity and a secure filter. Because of significant improvements in recent years, the district currently utilizes only about 50% of its bandwidth capacity, and there are plans to expand capacity further in anticipation of expected increases in demand in the years ahead.

Likewise, within the past four years, the MISD added an Instructional Media Department with a Director and campus technology integration specialists to assess instructional technology needs and to train and support professional staff on the effective use of technology. The department provides ongoing training and support to both teachers and leaders in using digital resources.

The MISD Technology Department similarly has staff who are dedicated to the purpose of technical issues related to equipment. A call center often provides staff with instant assistance. For more substantial problems, personnel are dispatched to campuses to resolve technical issues.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 129-905

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In the pursuit of equipping Mabank High School with enough devices to establish a one-to-one environment over the next two years, the intent of this equipment is to provide students with school-year long access to a personal computer device around the clock, both at school and at home. The check-out process is handled by the Technology Department who dispatch approximately 4-6 people to inventory and circulate/collect equipment at the beginning and end of the school year. The process takes only a few days to reach every student. Historically, this process has also included a mid-year check to evaluate the condition of equipment, to identify any missing components, and to resolve technical issues that are otherwise unknown.

Fortunately, MISD has experienced very few issues with Chromebook computers that have already been circulated. We pay for *white glove services* up front to ensure that every device shipped to us is in good working order. Nearly every technical issue is resolved within district. Rare issues that cannot be resolved in-house are sent for repair and are often covered by warranty. It is estimated that less than 1% of Chromebook devices have required repair outside of the district. To date, the current staffing of the Technology Department is easily able to handle the low-volume of issues that have been presented previously.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After analyzing the cost of insuring devices versus the cost to replace or repair when issues arise, the MISD has ascertained that it is more cost effective to repair or replace devices than it is to provide supplemental warranties or insurance. The ISD assumes liability for non-warranty defects. Students are personally liable for misuse or lost/stolen equipment.

To date, the volume of issues that required outside repair services or outright replacement is likely only 1% or less of the total Chromebooks on hand. The district has found Chromebooks to be a reliable and durable device for students.

Annually, we replace a handful of power cables that may have become misplaced, at relatively low cost to the district.

Clearly, the cost to sustain equipment and to keep it in good working order has not been a challenging variable.

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